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ABSTRACT

This document was developed to assist Texas school districts in planning and implementing quality programs for migrant students in the areas of identification and recruitment, parental involvement, improving academic achievement, and increasing graduation rates. A holistic framework is proposed to address the academic, social, and emotional needs of migrant students. The document also describes practices and procedures of schools that have improved the graduation rates of migrant students. Research on factors that increase school attendance, participation, and graduation of migrant students is also included. The practices described are innovative alternatives to traditional academic settings that have had limited success in addressing the special needs of migrant students. The following components are included: (1) rationale for migrant education programs; (2) description of needs assessment strategies; (3) recommended criteria for identifying at-risk migrant students; (4) recommended administrative policies, procedures, and initiatives for developing a district plan to increase the graduation rate of migrant students; (5) academic processes including curriculum, student needs assessment, developing individualized educational plans, instructional delivery, and monitoring and evaluating student progress; (6) counseling strategies; (7) parental and community involvement; (8) staff development; (9) student participation in school activities; and (10) suggestions for program evaluation. (LP)

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A Framework for Texas Schools

RC018848

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Division of Special Programs
Texas Education Agency
Austin, Texas

FOREWORD

In 1967, the Chapter 1 Migrant Program was established as part of the Elementary and Secondary Education Act (ESEA) of 1965. The vision of this legislation was to provide for the educational needs of one of the nation's neediest special populations--migrant children. As part of the commitment by Texas to make this vision a reality, the Texas Education Agency has developed frameworks to assist Texas school districts in planning and implementing quality programs for migrant students in the areas of identification and recruitment, parental involvement, improving academic achievement, and increasing graduation rates. These four frameworks address the Long-Range Plan for Texas Public School Education which was approved by the State Board of Education in May 1986.

I encourage migrant educators and others to study these frameworks and to select those elements which are appropriate to their local needs so that our migrant students can benefit from the finest quality education that we can provide.

W. N. Kirby
Commissioner of Education

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Increasing Graduation Rates of Migrant Students is a collection of sound and innovative strategies which experienced practitioners have found effective with migrant students. Its prototype was developed during the summer of 1986 at the Secondary Developmental Workshop in McAllen, Texas.

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A special thanks is extended to the educators who were instrumental in the development of this document. Those educators represent education service centers (ESCs) throughout the state and contributed their practical experience in the field of migrant education to enhance the framework. Special recognition is merited by these educators who comprised the Migrant Education Committee for this project.

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INTRODUCTION

Texas ranks as one of the largest suppliers of migrant farmworkers in the United States. The children of these migrant farmworkers come to school with special needs which arise out of their movement from school to school as they follow the crops to be harvested. A very high percentage of these students come from low income families and are also limited in English language proficiency. The combination of interrupted schooling, level of language proficiency, and low income status have, to date, limited the graduation rate of migrant students to 50% statewide.

This low rate of graduation makes migrant students one of the primary groups which needs special assistance in order to fulfill the goal of the State Board of Education to reduce the dropout rate of Texas students. This goal is extended through support in the Chapter 1 Migrant state plan. In the plan, the Texas Migrant Program has made commitments to contribute significantly to lowering the statewide dropout rate of migrant students as a part of the overall effort of reducing the dropout rate of all Texas students by 1990.

The purpose of this document is to support this goal of the State Board of Education by providing districts with a framework for increasing the rate at which migrant students graduate from high school. Its use is optional, but it encompasses quality indicators from accreditation standards, effective school practices, and instructional leadership. This framework, for example, will describe practices and procedures that are associated with schools which have improved the graduation rates of migrant students. Research on factors which increase school attendance, participation and graduation by migrant students is also included. The practices described embody creative, flexible, and innovative alternatives to traditional academic settings which have had limited success in addressing the special needs of migrant students.

Since experienced migrant educators recognize the need for a holistic approach to meeting the needs of migrant students, the scope of this framework will address the academic, social, and emotional needs of the at-risk migrant student. The following components are included:

- Rationale
- Needs Assessment Strategies
- Administrative Policies, Procedures, and Initiatives
- Academic Processes
- Counseling Strategies
- Parental and Community Involvement
- Staff Development
- Student Participation in School Activities
- Evaluation

This document should not be used in isolation but, rather, in conjunction with the following documents:

- other Chapter 1 Migrant frameworks on parental involvement, identification and recruitment, and improvement of student achievement;
- Migrant Counselor's Handbook;
- Secondary Credit Accrual Manual;
- Texas Public Education Handbook; and
- Information Manual of Alternatives Guiding Educational Success (IMAGES).

School district, education service center, and Texas Education Agency staff with expertise in the migrant program have collaborated in developing this document to address the needs of the at-risk migrant youth. It is hoped that if districts wish to use this document, they will find this material specific enough to use as a starting point in developing a comprehensive plan or enhancing current strategies to increase the graduation rates of migrant students.

RATIONALE

Since the existence of the Chapter 1 Migrant Program over the last two decades, significant gains have been made in the academic performance of migrant students. Although greatly improved since 1978, for instance, migrant students' graduation rates do not match statewide graduation rates for all students. However, because migrant student achievement levels continue to fall below those of the regular student population, there is still room for improvement.

A comparison of 1988 Texas Educational Assessment of Minimum Skills (TEAMS) test results highlights the achievement gap between migrant students and the overall student population in Figure 1 below:

Figure 1

1988 TEAMS Performance
Overall Compared with Migrant Student Population

PERCENT DEMONSTRATING MASTERY

	MATH		*READING		WRITING	
Grade	Overall	Migrant	Overall	Migrant	Overall	Migrant
1	90%	81%	86%	71%	88%	76%
3	91%	83%	84%	55%	76%	51%
5	89%	73%	88%	60%	79%	51%
7	91%	77%	87%	64%	80%	56%
9	83%	65%	79%	44%	67%	38%
11	55%	48%	63%	61%		

* For exit level, Language Arts is tested.

An additional analysis of data from the Migrant Student Record Transfer System (MSRTS) in Little Rock, Arkansas indicates that a high percentage of migrant students are overage (older than expected for their grade level). Figure 2 on the following page represents the percentages, by grade level, of overage migrant students for the calendar years 1984, 1985, 1986, and 1987:

Figure 2

STATEWIDE MIGRANT ESTIMATED OVERAGE RATES

Grade	1984 Percentages	1985 Percentages	1986 Percentages	1987 Percentages
K	7.5	5.8	5.5	5.3
1	21.1	20.9	18.9	17.4
2	31.6	31.8	31.9	25.6
3	37.9	38.0	37.0	33.5
4	42.5	42.6	42.8	38.3
5	45.9	45.6	45.8	43.3
6	47.4	50.3	49.4	46.5
7	49.2	53.5	54.7	50.9
8	50.8	50.7	53.0	51.9
9	54.5	56.4	57.9	58.1
10	48.9	50.2	49.8	50.6
11	41.5	44.2	41.5	40.2
12	38.7	39.9	40.4	36.6

Source: MSRTS Student Distribution Summary Reports

It is apparent that there is a steady increase in the percentages of overage students through the seventh grade. Except for 1984, there is a decrease in the percentages from the seventh to the eighth grades. Once again, the percentages increase between eighth and ninth grades. From the ninth through the twelfth grades, however, there is a marked decrease in the percentage of overage students. Although there is a high percentage of overage ninth graders, this may be perceived as a positive indication that the Migrant program and school districts are having an effect on migrant students such that they are remaining in school. These patterns closely parallel the statewide enrollment patterns described later in the Needs Assessment Strategies section.

Estimated migrant student graduation rates have also been calculated using statistics provided by the MSRTS. Clearly, migrant student graduation rates have improved from 29% in 1978 to 49% in 1987. However, there is still a considerable disparity between migrant student graduation rates and the estimated statewide graduation rate. Figure 3 displays the estimated migrant student graduation rates for 1984, 1985, 1986, and 1987:

Figure 3

STATEWIDE MIGRANT ESTIMATED GRADUATION RATES

Migrant Status	1984 Percentages	1985 Percentages	1986 Percentages	1987 Percentages
Interstate Currently	46	51	53	52
Intrastate Currently	31	36	37	35
Formerly	52	58	55	52
Overall	45	51	50	49

Source: MSRTS Student Distribution Summary Reports

These rates indicate that interstate currently migratory students have higher graduation rates than the intrastate currentlys. This success is probably due to the interstate coordination efforts expended in the past. These rates also highlight the necessity of continued communication and coordination between Texas school districts to enhance migrant students' educational continuity. Formerly migratory students remaining in the same districts, on the other hand, show a pattern of higher graduation rates for the four years.

In addition to examining TEAMS data, overage and graduation rates for migrant students, it is useful to compare migrant student performance and needs in other areas with that of the overall student population. The following paragraph describes such a comparison.

The state average in the limited English proficient (LEP) category for all students for 1988, for instance, was about 10%. For migrant students, it was more than 50%. In the low income category, the state average for all students was 30%. The state average for low income migrant students, on the other hand, was 100%. The average number of students in the state taking either the ACT or the SAT was 36%; whereas, the state average for migrant students was 5%. While it is not known what the state average for all students is for those retained twice by the 9th grade, the state average for this category for migrant students is about 20%.

It is important to view migrant students in light of the overall student population statewide. Figure 4 shows the historical enrollment patterns for three groups (i.e., classes) of students statewide.

Group 1 began school in 1973-74 and intended to graduate in 1984-85.

Group 2 began school in 1974-75 and intended to graduate in 1985-86.

Group 3 began school in 1975-76 and intended to graduate in 1986-87.

The curves in Figure 4 show what happened to the three student groups as they progressed from the first through the twelfth grades. The following patterns are clear from the graph:

1. A gradual increase for all three groups from the first through the twelfth grades indicates a net gain of students by the state.

2. A large increase in the seventh grade might indicate that a large number of students are retained in the seventh grade.

3. A significant number of students appear to drop out between the seventh and eighth grades.

4. Almost an equal number of students drop out from ninth to tenth grade, from tenth to eleventh grade, and from eleventh to twelfth grade.

Figure 4 may be helpful to school districts in determining their local enrollment patterns. Districts can then compare local data to statewide data. Statewide, the implication is that dropout prevention needs to be focused at the seventh and ninth grades.

Having established a rationale for serving migrant students, there is a need to define some local school district strategies to identify migrant students' needs. The following section offers some suggestions.

This section explains three methods which a local school district can use to (1) determine the estimated migrant student graduation rate, (2) identify migrant students' needs, and (3) identify those migrant students at risk of dropping out of school.

A. Determining Local Migrant Student Graduation Rates

Graduation rates can be calculated by several methods. However, to validate results, the same method has to be used for several years. Several calculation methods and the advantages and disadvantages of each are explained below.

1. Local Cohort Studies

A local cohort study can be conducted by tracking a group of individual students from the time they enter the first grade until they graduate from high school.

Although results are very reliable, this method is time-consuming and expensive, particularly if it is done for several classes.

2. Fall Enrollment Data

To calculate estimated graduation rates by using fall enrollment data, follow the steps described in the APPENDIX.

Using this method can be a reliable, inexpensive, and quick alternative to conducting an in-depth cohort study.

3. Estimated Migrant Student Graduation Rates from the Texas Education Agency

The Texas Education Agency annually generates an estimated migrant student graduation rate for migrant project districts. These estimates are based upon student enrollment statistics included in the annual MSRTS Student Distribution Summary Report. For districts with significant numbers (i.e. more than 100) of migrant students, these estimates have been verified to be reliable. However, if a district has fewer than 100 migrant students, the estimates may not be valid. For these small districts, this is not a recommended data source from which to determine migrant student graduation rates.

If a district wishes to obtain a copy of its estimated graduation rates produced by the Agency since 1984, the request should be directed to the Division of Special Programs. A comparison with the statewide migrant student graduation rates can then be made by the district.

In analyzing the merits and limitations of all of these data sources (in terms of cost, time, feasibility, and reliability), there is no clear-cut "perfect" method. However, if a district elects not to conduct a cohort study, it seems that the use of readily available fall enrollment data would be a preferred alternative because it is more likely to be consistently reliable, less expensive, and relatively quick to determine.

B. Identifying Local Migrant Students' Needs

Comparing the district (or campus) performance with statewide performance can establish the degree of need for migrant and other secondary students. Figure 5 is a recommended comparative needs assessment chart that can be used to identify local migrant students' needs.

Column A indicates eight suggested criteria which can be used to establish the performance of migrant students in the district or campus in comparison to the state average.

Column B indicates the state average for all students (if available).

Column C indicates the state average for migrant students (if available).

Column D indicates the district (or campus) average for all students.

Column E indicates the district (or campus) average for migrant students.

Column F indicates, for each item in Column A, the improvement goal desired for migrant students.

By comparing items one through five in Column D with the respective items in Column B, the district can determine how well its students perform with respect to the state average. By comparing items one through five in column E with the respective items in Column C, the district can determine its migrant students' performance with respect to the state average for migrant students.

If its migrant students are performing far below the migrant student state average, the district may elect to set a goal of raising the performance of its migrant students to the state average for migrant students. Depending upon the severity of the problem, the district may elect to accomplish this goal over the next two, three, four, or five years. If, on the other hand, its migrant students are already performing at or above the state average for migrant students, the district may choose to set a goal of raising the performance of its migrant students to the district's overall average over the next few years. Finally, if the district discovers that its migrant students are already performing at or above the district's overall average, it should inform the Agency's Special Programs and Exemplary Programs Divisions so that the district's program, methods, or strategies can be reviewed and possibly shared with other districts.

Figure 5

RECOMMENDED COMPARATIVE NEEDS ASSESSMENT FOR MIGRANT STUDENTS

A CRITERIA	B STATE AVERAGE ALL STUDENTS	C STATE AVERAGE MIGRANTS	D LEA AVERAGE ALL STUDENTS	E LEA AVERAGE MIGRANTS	F IMPROVEMENT GOALS
1. GRADUATION RATES	70-80%	50-60%			
2. % PASSING EXIT LEVEL TEAMS	88%	70%			
3. % TAKING ACT OR SAT	36%	5%			
4. % RETAINED ONCE BY 9TH GRADE	13%	56%			
5. % RETAINED TWICE BY 9TH GRADE	XXX	20%			
6. MIGRANT % OF TOTAL	4%	XXX			
7. LEP % OF TOTAL	8.8%	XXX			
8. LOW INCOME % OF TOTAL	30.0%	XXX			

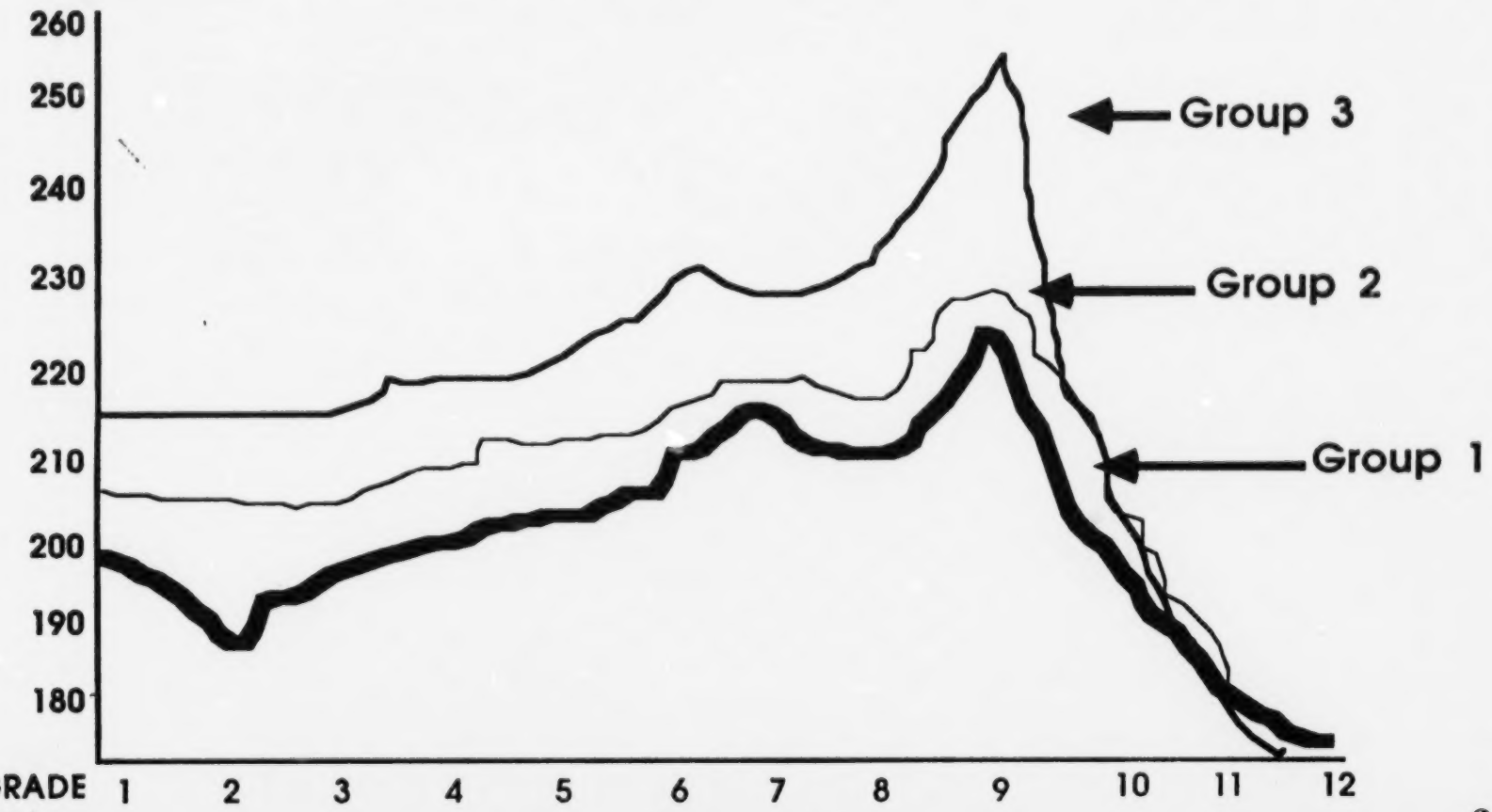
Figure 6

RECOMMENDED CRITERIA FOR IDENTIFYING MIGRANT STUDENTS AT-RISK

A STUDENT CODE	ACADEMIC PERFORMANCE			E LEP	F ENROLLS LATE/ LEAVES EARLY	UNMOTIVATED		I PARTICIPATES IN <2 ACTIVITIES	J OTHER CRITERIA	K AT-RISK
	B # TIMES RETAINED >0	C FAILED TEAMS	D GRADE IS <70% IN >1 CLASS			G >5 UNEXCUSED ABSENCES	H DISLIKES SCHOOL			

Figure 4

Enrollment Patterns
Total Student Population
Grades 1-12, Statewide



(Source: Fall Enrollment Data - TEA)

C. Recommended Criteria for Identifying At-Risk Migrant Students

Although research studies on dropouts have identified a multitude of reasons or factors which directly or indirectly cause students to drop out of high school, this framework will address only the more significant criteria which lend themselves to simple quantification and documentation. The only exceptions which require personal judgment and are too important to leave out are those relating to students who dislike school (for whatever reason), and to personal and/or family problems faced by students.

Figure 6 illustrates a simple needs assessment chart that may be used by district staff to identify migrant or other students who are at risk of not graduating from high school. The criteria included in the chart could be modified by the district to meet local characteristics. The district should examine ALL of its migrant students in light of the selected criteria. Ideally, this process should be done at the beginning of each school year. Examination of the previous school year's performance may be necessary for some of the items (i.e., the number of unexcused absences).

Instructions for completing each category in the chart appear below:

Column A - Enter the student's name, MSRTS Student ID, or other student identifier.

Column B - Enter the number of times a student has been retained, up to the current grade of enrollment.

Column C - Enter the grade level at which the student has failed the TEAMS one or more times in the past three years, if applicable.

Column D - Enter the number of courses in which the student has a grade below 70% during the current semester or has an incomplete course with a grade less than 70%.

Column E - Enter an "X" if the student is identified as limited-English proficient (LEP).

Column F - Enter "Yes" or "No" if the student has a history of late enrollment or early withdrawal.

Column G - Enter the number of classes for which the student has/had more than five unexcused absences.

Column H - Enter "Yes" or "No" to indicate whether the student has an intense dislike for school. (This judgment should be made by the student's counselor, or a person who fills the role of the student's counselor.)

Column I - Make an entry in this column only if the student is participating in less than two school activities or organizations. Enter a "1" or a "0" if the student is participating in one or no school activities or organizations, respectively.

Column J - Enter "Yes" or "No" if the student meets other at-risk criteria as defined in 19 TAC 75.195, Alternatives to Social Promotion or House Bill 1010.

Column K - Enter an "X" if the student is determined to be at-risk of not graduating from high school.

- It is recommended that students having any one of the following characteristics be considered "at-risk":
  (1) If a student has been retained two or more times. (Column B has a 2 or higher.);
  (2) If a student has an intense dislike for school (Column H);
  (3) If a student has a serious personal and/or family problem, abuses drugs/alcohol, is abused, and/or is pregnant (Column J);
  (4) If a student has failed the exit-level TEAMS more than once (Column C); or
  (Note: The TEAMS column can also be used for other than exit-level.)
  (5) If a student has a combination of two or more of Columns D, E, G, J, and/or C when Column C is other than exit-level.

The district may wish to modify the suggested at-risk criteria to meet local characteristics.

ADMINISTRATIVE POLICIES, PROCEDURES, AND INITIATIVES

The success of any instructional program is dependent upon and directly related to the type and degree of support it receives from its district administration. The positive impact of this support derives from dynamic, creative, and committed administrators who believe that it is their responsibility to help students achieve. Superintendents, principals, school board members, federal programs directors, personnel directors, and other instructional and support service managers should all be a part of this effort.

It is well known that effective programs do not evolve overnight. Rather, they take years to develop, to modify, and to refine -- as needed. Districts who have successful programs have them because of many and varied reasons, all of which are related to administrators who develop and implement appropriate policies, procedures, and initiatives that prevent students from dropping out of school and ultimately assist them to graduate from high school. These administrators embody key characteristics identified by research on effective schools. They support efforts to identify successful practices which can be locally adopted or adapted.

The first step in developing a district plan to increase graduation rates of migrant students is to form a **leadership team** which consists of staff who are knowledgeable about the needs of migrant students. This team should not be a separate entity but a part of the district's overall comprehensive team which plans and implements effective, efficient, and relevant instructional procedures through the utilization of a communications network between and among grade levels. The leadership team should include the superintendent, principals, foundation and special programs teachers and aides, curriculum directors, counselors, federal programs directors, migrant program directors, students, and parents.

Once the team is identified and formed, the team **studies the research base** and findings and identifies the purpose of the migrant education project in terms of educational goals and objectives for at-risk migrant students, as a part of an overall effort in identifying needs.

The next step involves the **development of profiles** for at-risk migrant students. Recommended criteria for this process are explained under the Needs Assessment Strategies section, Figure 6. This process should be in place in all grade levels as at-risk students are in all grade levels. The key is to identify these students early so that immediate, appropriate intervention measures can be taken.

Supportive administrators also develop, implement, and adhere to **policies which make specific provisions** for migrant students who arrive late and/or leave early during the school year. These policies should address, at a minimum, (1) the reservation of course slots for students who arrive late and need to take courses which are required for graduation, and (2) student assessment guidelines.

Reserving course slots will provide these students the same opportunity to accrue required course credits at the same rate as other students, despite their enrollment/attendance patterns. Assessment guidelines regarding how and when a student is assessed is also of vital importance, particularly when final examinations and incomplete coursework are concerned. Therefore, grading and promotion policies which provide equal educational opportunity, enhance students' learning, and adhere to statutes, must be in place.

School districts also need to remember that when the statute regarding unexcused absences is applied, it should take effect only after the student has enrolled in the district.

The district plan to increase graduation rates of migrant students should make provisions for the following:

(1) a comprehensive identification and recruitment process to impact those migrant students who have dropped out as well as those who are still in school, but who are at risk of dropping out;

(2) a comprehensive, systematic needs assessment process to adequately determine migrant students' needs;

(3) the maintenance of accurate and complete student records;

(4) the identification of successful practices/programs which can be locally adopted or adapted;

(5) a variety of appropriate instructional and support services that accommodate students' needs;

(6) coordination of curriculum, instruction, and assessment;

(7) on-going and relevant training of staff which focuses on competencies needed;

(8) parental and community involvement;

(9) a systematic evaluation process which is designed to measure program goals and student progress;

(10) a system to reward and recognize individual student effort and progress;

(11) a commitment to the allocation of resources to support at-risk students; and

(12) a safe and attractive physical environment.

ACADEMIC PROCESSES

The instructional needs of the at-risk migrant student are complex and require an approach that is especially flexible and creative. This student is typically one or more years overage for his/her grade level, has failed the TEAMS one or more times, is making poor grades, and is behind in earning credits toward graduation. These problems may have occurred because of many reasons, including interrupted schooling due to migrancy. Nonetheless, they must be addressed in a manner which remediates the skill deficits, accommodates the student's needs and learning style, and accelerates the student's progress at a sufficient rate to enable the student to graduate on schedule.

Careful consideration must be given to the instructional planning for migrant students in order to avoid tracking these students into remedial courses permanently. It is also essential that remediation efforts be closely monitored and scrutinized to assure that students are not tracked permanently. The practice of tracking diminishes the pool of students who are eligible for college and contributes to dropping out of school.

Establishing a broader operational definition of remediation will contribute to the increase of students exiting remediation courses such as Correlated Language Arts (CLA) and Fundamentals of Mathematics (FOM). Attention to instructional delivery systems and curriculum which address students' needs and learning styles is important. It is critical to continue providing remedial support even if the student is succeeding but, nevertheless, performing below grade level. In other words, even though the student is performing well in CLA or FOM classes, the goal should be to prepare him/her to take the higher level English and mathematics courses.

Remedial support is limited only by the creative energies to provide that support. Remediation may take various forms: additional time to perform classroom tasks; tutorials with specific objectives and goals; extra instructional days; electives which focus on test-taking and study skills; transitional classes at the early elementary levels; or one-to-one assistance from paraprofessionals.

Districts which have experienced success in graduating migrant students also know the value of integrating parent, teacher, counselor, and student into any effort designed to address the academic needs of the at-risk student. Additionally, many resources are accessed from school district, community, and state levels to support the academic effort.

Procedures for improving the academic performance of migrant students are described in the migrant framework entitled, "Improving the Achievement Levels of Migrant Students." However, this section will summarize suggestions that school districts can consider in assessing student academic needs, modifying instruction, and altering the program design to meet the needs of the student, particularly at the secondary level.

A. Curriculum

1. Include test-taking and study skills instruction/courses.

2. Provide TEAMS remediation/instruction courses if TEAMS results indicate a need.

3. Provide tutorial programs that focus on skill deficits.

4. Adjust lengths of regular and summer school instructional terms to accommodate a concentrated curriculum that will permit acquisition of skills at an accelerated rate.

5. Consider implementing evening high school classes and tutorials that will accommodate dropouts and other students who may be working during regular school hours.

6. Coordinate between the foundation and special programs serving the student.

7. Incorporate the development of higher level thinking skills and enrichment activities for all students, including migrant students.

8. Consider using state-adopted correspondence courses with migrant students, if appropriate. Provide, if feasible, some measure of instructional support from the receiving district to assist the student in completing the course while the student is migrating.

9. Incorporate into the curriculum vocational and Job Training Partnership Act (JTPA) components to accommodate needs of students who are at risk of leaving school to supplement the family's income or other reasons.

10. Provide in the curriculum a broad range of opportunities for success in learning and base these on a multitude of evaluative results.

11. Incorporate non-traditional programs and strategies which have proven successful elsewhere. Include peer tutoring, mentors, volunteer tutors, use of college students, tutorials, computer-assisted instruction, etc.

B. Student Needs Assessment

1. Consider instructional, emotional, social, and linguistic needs.

2. Conduct formal/informal, objective/subjective assessments.

3. Consider at-risk criteria.

4. Determine whether migrancy is a factor in meeting student's needs.

5. Identify student's learning style.

6. Determine skills mastered and areas of skill deficits. When using TEAMS results in the needs assessment process, develop a profile of TEAMS results rather than only the most recent results available. The student will most likely exhibit a pattern of skill deficits.

7. Use a variety of needs assessment sources from all program staff serving the student to develop a profile of student needs. Specifically for migrant students, review the Migrant Student Record Transfer System (MSRTS) educational and health records for additional data sources.

C. Developing Individualized Educational Plans

1. Document the student's skill deficits and prerequisite essential elements to be mastered before the student can perform satisfactorily at the next grade level.

2. Coordinate the development of the plan with foundation, special programs, and support staff serving the student.

3. Modify instructional materials, methods, and pacing to accommodate the student's learning style, linguistic needs, reading level, cultural and/or ethnic heritage, etc. Use high interest materials.

4. Incorporate into the student's educational plan a mechanism for accelerating the student's progress so that, at some point in his/her academic career, there is a reasonable possibility that the student will function at grade level.

5. Consider developing portable instructional units for out-of-classroom learning for the migrant student.

6. Make provisions to communicate to the student and his/her parents information regarding the student's needs, how the school is addressing those needs and ways in which the family can support the student in meeting the desired objectives.

7. Provide instruction on test-taking and study skills.

8. Include homework assignments in the educational plan for reinforcement.

9. Use credit by examination as a tool for enabling the migrant student to demonstrate mastery of the desired curriculum when the student has not had the benefit of completing instruction in the course/subject due to late arrival during the school year.

10. Communicate and coordinate with other receiving schools (in-state and out-of-state) which have provided instructional services to the migrant student. Solicit the assistance of receiving schools in providing appropriate instruction (on previously identified skill deficits) and in enrolling students in courses needed for graduation.

D. Instructional Delivery

1. Base instruction on an individualized educational plan so that the student's characteristics are accounted for and his/her identified needs are addressed.

2. Try a variety of instructional approaches during the "reteach" portion of of the lesson cycle if the student experiences difficulty in understanding the material being presented.

3. Continue instruction on given skill areas until the student clearly demonstrates mastery before moving on to other sequential skill areas.

4. Regularly assign homework to reinforce concepts presented in class.

E. Monitoring Student Progress

1. Monitor student progress at regular intervals. Check for student comprehension continuously during the course of the lesson.

2. Recognize and reward student progress on an ongoing basis.

3. Communicate frequently with other staff serving the student for additional indicators of student progress.

4. Provide for educational continuity at transitional points in the student's academic career by sharing a documented individualized educational plan and assessment data with the receiving school when the student transfers.

F. Evaluating Student Progress

1. Assess the student's mastery of identified skill deficits on a regular basis.

2. Obtain assessment data from all available sources.

3. Use assessment results as a basis for planning future instruction, altering student's individualized educational plan, and modifying instructional materials used.

4. Provide for educational continuity at transitional points in the student's academic career by sharing a documented individualized educational plan and assessment data with the receiving school when the student transfers.

COUNSELING STRATEGIES

Districts with significant success in graduating their migrant students employ migrant-funded counselors who can concentrate solely on the needs of the migrant students assigned to them. However, the migrant students' needs can also be addressed by anyone in the district who is willing to devote undivided attention to the at-risk migrant students and who will serve as their advocate. Migrancy makes it difficult for students to have positive school experiences or to develop strong relationships with teachers and other fellow students. Therefore, it is essential that the **counselor/advocate** facilitate the development of such relationships and promote positive school experiences.

The counselors/advocates must be provided **training** to enable them to work effectively with not only at-risk students, but also with the students' parents, teachers, and others in the community. **Awareness of all available resources** (material, human, and financial) to help the at-risk students is critical to maximize the potential impact on these students.

At-risk students, in general, often experience feelings of alienation (Crossland, 1983) and low self-esteem (Gadwa, 1985). Frequent moves which require a change of schools has also been found to be a characteristic of at-risk students (AASA, 1979). Since many migrant students routinely attend several schools in several states during the course of the year, it is not surprising that the majority of these students are significantly behind in credits required to graduate. In addition, since over half of our migrant students are overage for their grade level, the risk of not graduating from high school increases. A large percentage of migrant students are LEP, which is yet another hurdle to overcome in achieving academically. They are also low-income which research shows is the most significant variable in predicting whether a student will drop out of school. With all of these burdens to bear, it is not hard to understand why migrant students need an advocate who can address their needs on a relatively full-time basis. The role of the migrant counselor/advocate is complex and diverse. The following pages include a detailed description of many of these **roles.**

1. **Personal/Group Counseling**

   Migrant students, like others, often have personal or family problems which require counseling to keep them from feeling helpless and wanting to drop out of school. A skilled counselor can also advise the student in career or vocational matters as an alternative to dropping out of school and can teach the student how to cultivate decision-making abilities. Recently, a number of migrant project districts have exposed at-risk migrant students to motivation/leadership training in an effort to enable them to take control of their lives and, hopefully, continue their academic careers at least through graduation. Continuous support and encouragement is such a vital ingredient in helping at-risk migrant youth through the tumultuous times in their lives.

2. **Post-Secondary Education Preparation**

   As the third paragraph on page 5 states, only 5% of the migrant student population, compared to 36% of the regular student population, takes the ACT or SAT college pre-entrance examinations, although more than half of the migrant students graduate from high school. This fact clearly indicates a need for greater communication and coordination on the part of the counselors, students, and their parents on the steps necessary to prepare migrant students to take advantage of post-secondary educational opportunities.

The counselor also plays a vital role in preparing a migrant student for college. Placement and courses scheduled are critical. With increasing higher admission standards, colleges are more likely to accept a migrant student who has taken academically challenging courses rather than a student who has been placed in a general studies or vocational track. However, research shows that Hispanic students are more likely to be placed in a general or vocational track than their Anglo counterparts.

Migrant students and their parents often presume that attending college is an impossibility if the family has been unable to set aside savings for a college education. Employment immediately after high school graduation is often assumed to be the only alternative available to the student, even if the student's academic performance has been satisfactory or even exemplary. The counselor has the responsibility for making the migrant student aware of the financial aid, scholarships, and assistance programs that could enable the migrant student to go on to college. Once notified, migrant students and their parents may require considerable encouragement to follow-up with the opportunities available to them. They may need assistance in completing the forms necessary for applying to colleges and universities, meeting deadlines, or having transportation to a testing site.

3. Late Arrival/Early Withdrawal Policy Development

If the district does not have a policy to address the needs of migrant (and other) students who arrive late and leave early during the school year, the migrant counselor/advocate should play a significant role in its development and adoption. These policies should make provisions for details on how course credits will be granted in cases when only partial work has been completed by the migrant student due to late arrival or early withdrawal. The district should develop strategies which enable the migrant student to make up work missed so that he/she will not fall behind.

4. Parental Involvement

The migrant counselor can be instrumental in garnering support and assistance from the parents of migrant students. Most parents usually want their children to succeed in school and to have a better life than they did. However, parents of low-income students often feel powerless in their ability to realize dreams for their children. Training parents on how they can be advocates for their children in the home, school, and in the community is a role that has been assumed by many migrant counselors in districts with successful migrant programs. Home visits and parent conferences conducted by the counselor in the parent's preferred language are effective strategies for involving the parents in their child's education and gaining their trust and confidence in the school. Counselors should also regularly attend Parent Advisory Council (PAC) meetings where migrant parents can be apprised of the needs and performance of migrant students in the district.

5. Tutorial Program

Migrant-funded tutorial programs have proven to be highly successful, and the involvement of counselors in them is critically important. Tutorials may be of a remedial or enrichment nature and enrollment of migrant

students in them should be based upon their needs as determined by the instructional and counseling staff. Ensuring continuous communciation between the student's teachers and parents is an appropriate role of the counselor when a migrant student is enrolled in a tutorial program.

6. Use and Reporting of MSRTS Data

Data from the student's migrant educational and health records may prove quite valuable in identifying student academic/health needs, skill deficits, course credits, and programs in which the student has participated while in Texas districts and out of state. The counselor should not only routinely review these records, but should also comply with meeting the district reporting requirements for updating the student's MSRTS records with secondary credit accrual and other data. In order to make use of these data, it is imperative that counselors be trained. Timelines for submitting required updates must be met in order for the information to be available to other districts serving the migrant student, particularly those who migrate in the summer and early fall.

7. Community Involvement

The counselor serving migrant and other at-risk students must be thoroughly aware of the community agencies and resources available and coordinate efforts to meet students' needs. Since the migrant counselor may well be the best advocate of the migrant students, he/she is in a good position to promote awareness of the needs of at-risk migrant students and to solicit actively the involvement and commitment of local businesses, agencies, and organizations. In this role, the counselor should also regularly tout the accomplishments and achievements of these students.

8. Interstate Coordination

Because of its national scope, the exchange of student information through the MSRTS is, of course, a natural mechanism for coordinating the delivery of instruction and course placement. It is critical that the migrant counselor examine closely the MSRTS Secondary Credit Accrual matrix for evidence of course enrollment elsewhere for which local credit may be granted. Currently migratory students may show enrollment in the same course in several schools. Every attempt should be made, within the confines of district policy, to consolidate these partial course credits and grant full credit for the course.

The counselor, in reporting MSRTS Secondary Credit Accrual data, should report to the MSRTS the Designated High School of Graduation which is the school from which the student intends to graduate. This action will ensure that the graduation requirements for that school are printed on the MSRTS record for all to see. The information will alert counselors and others about the courses that the student needs to take in order to graduate from high school.

Counselors in districts with higher-than-average migrant student graduation rates regularly communicate in writing and by telephone with counselors in receiving districts, in and out of state, with regard to migrant student needs and Texas course requirements. This interstate effort has paid off, as shown by higher graduation rates for interstate migratory students than for migrant students who migrate within Texas.

9. Identification of At-Risk Students

The coordination of the process for identifying at-risk migrant students should be one of the primary roles of the migrant counselor. Not only should assessment data and other school records be reviewed carefully (according to procedures described in the Needs Assessment Strategies section), but school staff from all disciplines should be consulted regularly for referrals.

10. TEAMS Preparation

Migrant students need to know methods that will ensure good performance in taking achievement tests. They also need training in how to study well and prepare for examinations. The migrant counselor can play an active role in teaching migrant students these valuable skills. Ultimately, this can have a positive impact on student performance on the TEAMS.

Should a migrant student score poorly on one or more sections of the TEAMS, enrollment into a TEAMS remediation course would be appropriate if one is offered by the district for local credit. Participation in a tutorial program could be an effective strategy for improving the student's TEAMS performance on the next test administration. The migrant counselor should determine whether these preparation strategies are appropriate for each migrant student.

11. Identification of Exemplary/Improved Migrant Students

For a number of years, there has been a formal ceremony conducted at the Texas State Annual Migrant Education Conference for recognizing the achievements of exemplary migrant students. Migrant students statewide are recommended by migrant counselors/advocates for this recognition based upon a number of criteria. This is a fine opportunity for migrant students who have excelled to be publicly recognized.

There is also a need for recognition of migrant students who have made considerable progress in improving their school performance. Their grades may have improved significantly or they may have joined a few clubs or become more involved in school activities. There may be evidence of fewer discipline infractions or a marked increase in regular school attendance. For the at-risk migrant student who is unlikely to transform into a model student overnight, recognition and rewards are important and worthwhile. For some of these students, remaining in school in itself is a major accomplishment particularly if they were contemplating dropping out of school. Migrant counselors who are familiar with the struggles of these students are the most appropriate persons to promote recognition.

PARENTAL AND COMMUNITY INVOLVEMENT

How to develop and implement a parental involvement program is described in the migrant framework entitled, Parental Involvement: A Framework for Texas Schools. Therefore, this section will address only specific activities which migrant practitioners have found to be beneficial to migrant students (particularly at the secondary level) and which have increased the likelihood that migrant students will graduate from high school.

The activities described in the following pages will help:

To increase the percent of migrant students passing the TEAMS;

To increase the percent of migrant students taking college entrance examinations;

To improve the academic performance of migrant students; and

To increase the participation of migrant students in school activities and organizations.

The activities listed are not comprehensive. The district must keep in mind that it has the responsibility to ensure that communication with migrant parents is in a language the parents can understand. Local staff who will be working with migrant parents should also be able to establish rapport and trust within the migrant community so that migrant parents feel more comfortable in becoming involved in school activities and in their child's education.

TEAMS Awareness

Parents of at-risk migrant students need to be made aware of the purpose of the TEAMS, times of test administration, TEAMS scores, and the consequences if their children do not pass these tests. Since passing the exit-level TEAMS is a requirement for graduation from high school, failing the test might have an adverse effect on migrant students. Losing confidence in TEAMS performance may encourage them to drop out of school, so it is of utmost importance that district personnel work very closely with these students and their parents. Opportunities need to be provided for them to succeed.

Availability of Instructional and Instructional Support Services

Based on the assessment of each migrant student's needs, school district policies and procedures which delineate the types of instructional and instructional support services available must be conveyed to parents. The instructional services must meet the "supplement-not-supplant" requirement and could include any of the following projects: in-class "send in"; "pull-out"; excess cost (self-contained, departmentalized or pull-out replacement); or extended. These projects are described in the compensatory education programs' standard application system (SAS-201R89) guidelines on pages 57-61. Other services might include tutoring, counseling, summer school, medical, nutritional, or others. Whether they are designed to (1) remediate skill deficits, (2) reinforce classroom instruction, (3) make up coursework, or (4) prepare students to take the TEAMS, migrant students and their parents should be informed about these services.

Training

To be able to improve parental involvement, a school district needs to provide training programs for parents to help them in assisting their children. Since a very large percentage of parents needs ideas on how to help their children in the educational process, the district can assist in training parents in both parenting and academic skills. Tutoring at home, effective teaching practices, and other proven methods should all be a part of a systematic and comprehensive training program for parents.

At the secondary level, in particular, the following should be incorporated into the parental involvement component:

1. an explanation of the need to have their children receive bilingual or ESL instruction if they have been diagnosed as limited in English proficiency (LEP);

2. soliciting recommendations on services offered;

3. ways to alter the home environment, if applicable, to make it conducive to studying and learning;

4. all pertinent information regarding college entrance examinations;

5. correlations between a student's language proficiency, academic performance, age for grade level, and participation in school activities;

6. resources available and opportunities for students and their parents to further their education and training;

7. the importance of keeping academic and health records to facilitate enrollment in other schools; and

8. the importance of notifying the school in advance of their migration to enable the preparation of correspondence courses, make-up work assignments, or course schedules needed to facilitate the students' educational continuity.

Cooperation, support and involvement from community agencies, organizations, and businesses are also very important in helping raise graduation rates. School districts can seek support from the community through activities such as those described below.

a. Advertise TEAMS administration dates via the local media.

b. Become aware of TEAMS demographic data and graduation rates for migrant students versus the general student population.

c. Institute scholarship funds for migrant students to continue their education and/or training after graduation from high school and to pay for college entrance examination fees.

d. Train citizen volunteers to tutor students prior to the administration of the TEAMS.

e. Become aware of local school district initiatives to enhance the graduation rate of migrant students.

f. Cooperate in the delivery of health/social/financial services that may be necessary to enable the migrant student to continue to participate effectively in school.

g. Fund and support dropout prevention programs in schools and the community that are designed to meet the needs of at-risk migrant youth.

h. Make a commitment to provide employment opportunities for migrant student graduates.

i. Recognize and reward exemplary performance as well as improved performance and participation in school organizations and activities by migrant students.

j. Monitor the progress of the school district programs in addressing the needs of at-risk migrant youth through regular and frequent examination of evaluation results.

k. Provide funds, if necessary, for migrant students to purchase uniforms or other supplies required for joining and/or participating in school organizations or activities.

l. Provide funding for transporting migrant students to and from school functions and activities if they are unable to otherwise make provisions for transportation.

m. Encourage holding school activities at locations in the community which are readily accessible to the migrant population.

n. Involve migrant students in volunteer activities in the community.

STAFF DEVELOPMENT

The training of school district staff who work with migrant students, especially with at-risk migrant and other youth, is of critical importance. Clearly, one of the important factors influencing a student's success in school is whether he/she is surrounded by caring, sensitive, and supportive people who are genuinely interested in the student's progress. In addition, staff must be able to address the student's specific instructional skill deficits or recognize other indicators dictating an alternative, non-traditional approach. These factors are required to prepare teachers or support staff with the skills necessary to provide a holistic approach in meeting the migrant student's needs.

Initial awareness training is important; however, it must be in conjunction with regularly-scheduled follow-up training that can provide more in-depth information for school district staff working with migrant students. Dropout prevention research is volumnious and varied. For those working with at-risk youth, understanding the complexities of the dilemmas faced by this student group is critical. If there existed a single program, approach, or strategy that would cure the ills of every at-risk student, it would be a simple matter to replicate, but there is no single answer or miracle program that will work for all students in all circumstances in every district. Therefore, it is important that a variety of approaches be used by district staff to meet the numerous and differing needs of the students. Training is the best way to make staff aware of different alternatives and how to use them effectively in working with these students.

Promoting an awareness of migrant student needs and providing regularly-scheduled follow-up training are indispensable for staff working with migrant students. However, unless this new information is integrated into the teaching process and other behaviors of the staff working with these students, it is unlikely that the students will ultimately benefit. In addition, there should be some indicators of change which would show that the new information/behaviors have had some positive, identifiable impact on the students. For example, if an at-risk student changes his mind about dropping out of school and manages to "stick it out" and finish the year, this might be one indicator that the training has had an impact on the student. The degree to which student academic performance improves is also another indicator that teacher behavior may be making a difference.

Teaching is a challenging endeavor to say the least, but working effectively with at-risk students requires special skills and expertise as well as an unusual degree of commitment on behalf of those involved. Teachers and other staff members who have participated in training and who have had an impact on this group of students should be recognized and rewarded when their efforts are fruitful. Using this group of professionals to train others is good use of existing human resources. Peer training can also be a very successful component of staff development.

The following is a list of specific topics which are recommended by inservice programs for school district staff. Some of these topics relate directly toward helping instructional staff acquire specific competencies which are associated with effective teaching. Others deal with relevant and necessary content or with practices and programs which have proven to be successful.

1. Teacher Centers
2. Classroom Management
3. Motivation and Commitment Through Teacher-Initiated Staff Development

4. Improving Teacher Decision Making Through Peer Coaching

5. Rethinking Thinking: Cognitive Education and the Experienced Teacher

6. Teaching Styles: Staff Development for Teaching Thinking

7. Improving the Teaching of Thinking

8. Effective Schools Research

9. Dropout Prevention Research, Strategies, and Programs

10. Effective Teaching Practices

11. Instructional Leadership

12. Effective Tutorial Programs

13. Instructional Remediation/Enrichment Strategies for Educationally and Economically Disadvantaged Students

14. Counseling and Motivational Techniques to be Used with At-risk Youth

15. Student Needs Assessment Strategies

16. District Needs Assessment and Program Evaluation Results

17. Community Support Services

18. Services offered by various programs implemented in the district and community (e. g., Gifted and Talented, Special Education, State Compensatory Education, Chapter 1 Regular, Chapter 1 Migrant, Bilingual Education, Job Training Partnership Act (JTPA), etc.)

19. Criteria for Identifying At-risk Youth

20. Test-taking and Study Skills

21. Enrichment Activities for At-risk Youth

22. The Impact of Change on People

23. Techniques for Monitoring Student Progress

24. Special Needs of Migrant and Limited English Proficient (LEP) Students

STUDENT PARTICIPATION IN SCHOOL ACTIVITIES

Migrant studies conducted in the Region II Education Service Center area showed that there was a direct and significant correlation between the degree to which migrant students participate in school activities/clubs/organizations and the rate at which they graduate from high school. In other words, migrant students graduated from high school at a higher rate when they had participated in one or more school activities.

This finding is not surprising since migrant students, generally speaking, are least likely to feel that they belong or have an allegiance to any particular school. This fact is more pronounced with migrant students who migrate on a regular basis. What characteristics do migrant students have which make them especially vulnerable to being left out of school activities and organizations? The following paragraphs examine these characteristics.

Because of their migrancy, migrant students may begin the school year later than the other students and, most importantly, after try-outs for many organizations/ clubs have taken place. The fact that they may arrive late or leave early during the school year in order that their parents may engage in the seasonal harvesting of the crops may create some hardships for migrant students to participate in school activities.

Migrant students generally come from low-income families where there may not be enough money for parents to provide adequately the necessities of life, much less money for incidentals. Peer pressure and the desire for acceptance may make some migrant students feel that they cannot participate in school activities unless they have fashionable clothes or a car, live in a desirable neighborhood, or have money to pay for uniforms or materials which may be a prerequisite for joining or participating in certain activities or organizations.

A large majority of migrant students are not proficient in the English language. In a social context, this can prove to be a deficit, especially when the student body is predominantly English-speaking. LEP students and migrant students score lower on the TEAMS than the overall student body, and these students also experience problems in academic performance. Having poor grades or being behind academically will preclude any participation in extra-curricular activities and may also inhibit participation in a number of other school functions.

Even if a migrant student has the required grade point average to be eligible to participate in certain activities, he/she may well fall short of the confidence necessary to join an organization or compete for membership. For most students, joining an organization that may be comprised of strangers or competing for membership in a club may not seem desirable. Migrant students often need much encouragement to believe that they have something to contribute or gain from membership in school organizations.

Migrant students may need consistent and regular encouragement and support from school staff and parents to seek involvement in school activities. The school and family must work cooperatively to actively recruit the migrant student into these activities. Because of his/her insights into the student's needs/skills, the migrant counselor is often the person who is in the most advantageous position to match migrant students with organizations in which they might be interested or could contribute. They can solicit from teachers and others referrals of and support for migrant students who could be persuaded to participate. Migrant counselors can be instrumental in helping migrant parents to convince their children that they have something to contribute. In addition, the migrant counselor can actively support administrative policies and procedures which will

ensure that migrant students will have the same opportunities as other students to join in and compete for membership in various school activities/ organizations/clubs.

The recruitment of migrant students to participate in school activities must be a deliberate effort on behalf of school district staff. The model below has proven to be effective in migrant project districts in increasing the involvement of migrant students in school activities:

1. **Removal of Barriers (Administrators)** - The school district administration should examine its policies and procedures regarding their impact on migrant student participation in organizations/clubs/activities. Consideration should be given to requirements such as grade point average minimums, tryout dates, meeting locations, and associated fees or resources that must be provided. Any policy/procedure found to impose barriers to migrant students joining or participating in school activities should be modified to include provisions that will accommodate such things as arriving late or leaving early in the school year, a lack of financial resources or transportation, etc. Since involvement in school activities has a direct bearing on graduation rates of migrant students, it would behoove school districts to implement policies, albeit modified, which could significantly facilitate the involvement of at-risk students.

2. **Survey Students' Interests (Counselors)** - Counselors should conduct interest inventories on migrant students to facilitate the identification of existing school activities, organizations, or clubs which would match the students' area(s) of interest. The results of such a survey could also serve as a basis for creating new organizations to meet student needs.

3. **Recruitment of Students (Teachers, Counselors, & Peers)** - The recruitment of migrant students to join clubs/organizations/activities must be the shared responsibility of teachers, counselors, and the students' peers. When the responsibility is divided among several entities, the likelihood is increased that the maximum number of students will be recruited.

4. **Leadership/Motivational Training (School District, ESC, or Other)** - A number of migrant project districts have provided within the past three years, in a retreat setting, motivational/leadership training for at-risk migrant youth in a "last-ditch effort" to reach students who, in all probability, were expected to drop out of school. Although there is no longitudinal data available at this point to assess the effectiveness of this approach, experienced migrant practitioners feel that this kind of experience, when properly planned and implemented, and with continual follow-up, does have a positive impact on these students. Most of the students are still enrolled in school, so the experience has some "holding power". There is general agreement that discipline infractions are fewer and school attendance is up. In some specific cases, migrant students have joined organizations and became visible, contributing members in a school where they were once unknown/unrecognized.

5. **Follow-Up Training (Counselors)** - The provision of motivational/leadership training to migrant students at-risk is not enough in and of itself to influence whether a student will remain in school until graduation. It will usually provide the impetus for change in the student, but subsequent follow-up by the migrant counselor is imperative if the momentum of change is to continue. A skilled counselor can build upon the concepts presented in the retreat and reinforce what the student gained from the experience to broaden the impact of the training. Close cooperation with and involvement of the

student's teachers and parents will only serve to reinforce the impact of the motivational/leadership training experience.

There are many benefits for students who participate in school activities/clubs/organizations and these benefits are realized for migrant students as well. Belonging to a group, particularly during the adolescent years, is critically important in affirming one's identify and self-esteem. The confidence gained from this kind of experience may carry over into many areas, including: improved social/communication skills, peer acceptance, emotional well-being, academic performance, school attendance, and aspirations for continued education or training. Any or all of these improvements can have a significant bearing on whether a student chooses to remain in high school through graduation.

EVALUATION

The use of evaluative data in planning, implementing, and modifying programs to serve migrant students cannot be overemphasized. Evaluation results should be the driving impetus behind the program. Although there are a number of methods that can be used to evaluate programs and services provided, it is very important for the methods to be consistent from one year to the next. With regards to increasing graduation rates for migrant students, it is imperative to evaluate the performance in all areas of migrant students versus other student groups in the district and state. The needs assessment strategies discussed earlier explain this process in detail.

Common evaluation practices may not always consider a variety of indicators which would show evidence of gain/loss, improvement/regression, or increase/decrease in migrant student performance. Typically, TEAMS performance or standardized test scores are used as the only basis to judge student performance when there are a multitude of other variables which would be considered valuable as well. Below is a list of other indicators which could be used to judge the extent to which a program has been successful in serving migrant students:

1. Increased graduation rates
2. Decreased dropout rates
3. Improved student grades
4. Decrease in number of students retained
5. Improved school attendance
6. Increased level of parent/community involvement
7. Increased dropout recovery rate
8. Improved student self-esteem
9. Increased number of students taking college entrance examinations
10. Decreased number of disciplinary infractions
11. Improved employability of graduates
12. Increased number of students enrolling in and graduating from college
13. Increased voluntary participation in programs designed to assist students
14. Increased student participation in school activities/organizations/clubs
15. Improved student skill mastery
16. Increase in credits earned

The framework entitled Improving Achievement Levels of Migrant Students offers an evaluation design which can be used by school district administrators to determine the effectiveness of their supplementary instructional programs that focus on increasing the rates at which migrant students graduate from high school as well as on improving the students' achievement levels. For optimum benefit, these two frameworks should be used jointly in developing, implementing, and evaluating programs for migrant students.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701
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